



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12371642  
SAU: MSAD 43  
School: Rumford Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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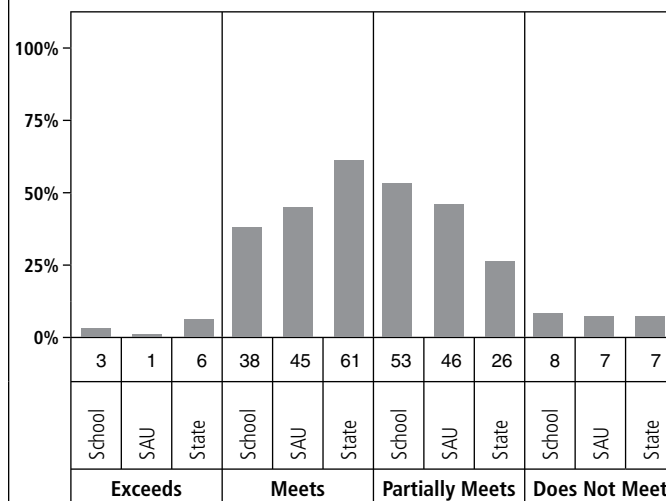
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

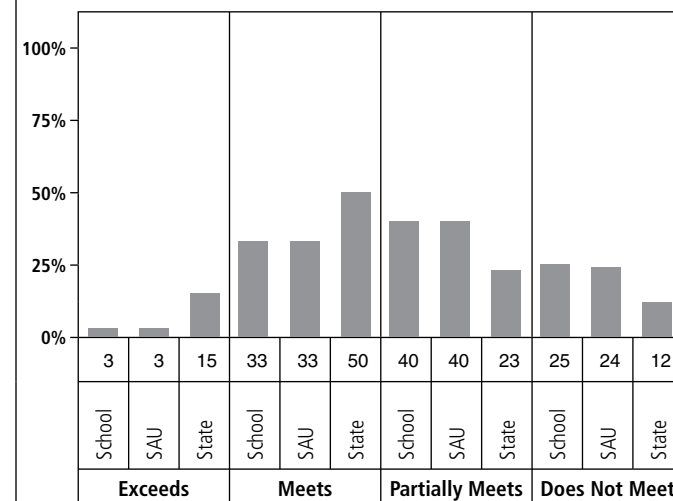
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	541	541	544
2007–2008	540	540	545
<b>2008–2009</b>	<b>541</b>	<b>541</b>	<b>546</b>
Cum. Avg.*	541	541	545
<b>Mathematics</b>			
2006–2007	539	540	546
2007–2008	540	541	546
<b>2008–2009</b>	<b>537</b>	<b>537</b>	<b>547</b>
Cum. Avg.*	539	539	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>539</b>	<b>539</b>	<b>543</b>

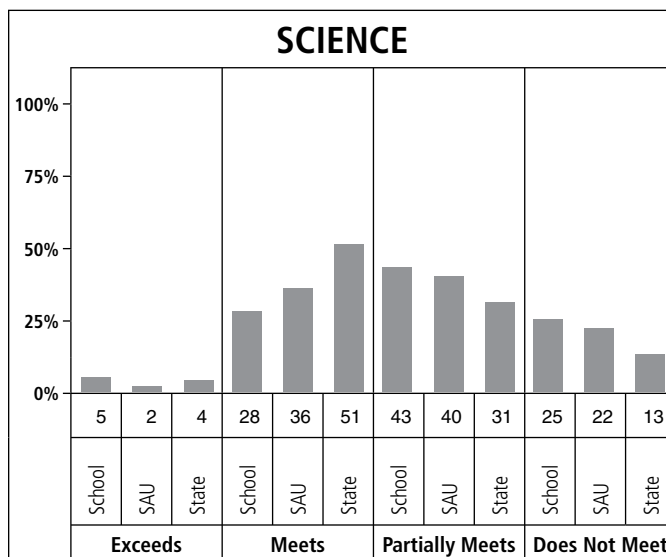
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 43  
 School: Rumford Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Total number of students</b>	40	100	97	100	14212	100	40	100	97	100	14135	100	40	100	97	100	14144	100	40	100	97	100	14137	100
<b>Ethnicity</b> African American/Black	3	8	3	3	397	3	3	100	3	100	388	98	3	100	3	100	393	99	3	100	3	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	2	5	2	2	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	35	88	92	95	13271	93	35	100	92	100	13212	100	35	100	92	100	13211	100	35	100	92	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	20	16	16	2479	17	8	100	16	100	2454	100	8	100	16	100	2455	100	8	100	16	100	2451	99
<b>Current LEP</b>	1	3	1	1	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
<b>Economically disadvantaged</b>	29	73	61	63	5848	41	29	100	61	100	5815	100	29	100	61	100	5819	100	29	100	61	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<b>Participation without accommodations</b>	25	63	75	77	10849	76	26	65	76	78	10872	76	30	75	81	84	10976	77
Identified disability (PET/IEP)	0	0	1	1	298	3	0	0	1	1	307	3	0	0	2	2	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
<b>Participation with accommodations</b>	15	38	22	23	3122	22	14	35	21	22	3124	22	10	25	16	16	3019	21
Identified disability (PET/IEP)	8	53	15	68	1992	64	8	57	15	71	2000	64	8	80	14	88	1971	65
LEP	1	7	1	5	184	6	1	7	1	5	196	6	1	10	1	6	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	6	40	6	27	907	29	5	36	5	24	886	28	1	10	1	6	826	27
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	3	1	1	702	5
	2007-2008	0	0	0	0	659	5
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>836</b>	<b>6</b>
	Cum. Total*	2	2	2	1	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	15	45	41	50	7730	55
	2007-2008	19	45	39	46	8195	58
	<b>2008-2009</b>	<b>15</b>	<b>38</b>	<b>44</b>	<b>45</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	49	43	124	47	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	12	36	26	32	4182	30
	2007-2008	18	43	36	43	3800	27
	<b>2008-2009</b>	<b>21</b>	<b>53</b>	<b>45</b>	<b>46</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	51	44	107	41	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	5	15	14	17	1419	10
	2007-2008	5	12	9	11	1362	10
	<b>2008-2009</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>973</b>	<b>7</b>
	Cum. Total*	13	11	30	11	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	27.0	56.3	27.4	57.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	13.4	55.8	13.4	55.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	13.6	56.7	14.1	58.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	1	3	15	38	21	53	3	8	541	97	1	45	46	7	541	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	3										3						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	35	1	3	14	40	18	51	2	6	542	92	1	47	46	7	542	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	6	75	0	0	539	16	0	13	69	19	535	2290	0	29	47	23	537
No	32	1	3	13	41	15	47	3	9	542	81	1	52	42	5	542	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	1										1						354	1	35	34	30	538
No	39	1	3	15	38	20	51	3	8	541	96	1	46	46	7	541	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	29	1	3	11	38	15	52	2	7	542	61	2	34	56	8	540	5716	2	51	35	12	542
No	11	0	0	4	36	6	55	1	9	539	36	0	64	31	6	544	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	40	1	3	15	38	21	53	3	8	541	97	1	45	46	7	541	13963	6	61	26	7	546
<b>Gender</b>																						
Female	18	1	6	4	22	11	61	2	11	539	48	2	44	46	8	541	6882	8	62	24	6	547
Male	22	0	0	11	50	10	45	1	5	543	49	0	47	47	6	541	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	1	11	7	78	1	11	536	15	0	13	67	20	535	1914	1	41	44	14	540
No	31	1	3	14	45	14	45	2	6	542	82	1	51	43	5	542	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	4										4						450	26	72	2	0	557
No	36	0	0	12	33	21	58	3	8	539	93	0	44	48	8	541	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	50	0	0	1	50	541	4	0	25	25	50	536	4	2	40	34	24	540
B. less than one hour	77	1	3	13	43	14	47	2	7	542	83	1	50	45	4	542	70	6	63	26	6	546
C. one to two hours	18	0	0	1	14	6	86	0	0	537	13	0	25	58	17	536	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	28	0	0	9	82	2	18	0	0	547	29	0	64	29	7	543	36	10	67	18	5	549
B. good	54	1	5	6	29	11	52	3	14	540	52	2	38	50	10	541	47	5	62	27	6	546
C. fair	18	0	0	0	0	7	100	0	0	537	18	0	41	59	0	540	15	2	47	40	12	541
D. poor	0										1	0	0	100	0	536	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	1	8	5	42	5	42	1	8	543	25	4	50	38	8	543	31	9	65	20	5	548
B. They match some of what I have learned.	64	0	0	8	32	15	60	2	8	539	63	0	42	52	7	540	55	5	63	27	5	546
C. They match just a little of what I have learned.	5	0	0	2	100	0	0	0	0	551	10	0	60	40	0	544	10	3	45	38	14	542
D. There is no match.	0										2	0	50	0	50	535	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	8	0	0	1	33	2	67	0	0	543	11	0	40	50	10	540	16	3	49	32	15	542
B. about the same as my regular schoolwork	63	0	0	9	38	12	50	3	13	539	63	0	45	45	10	541	64	7	63	25	5	547
C. easier than my regular schoolwork	29	1	9	5	45	5	45	0	0	545	26	4	52	44	0	543	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	0	0	2	100	0	0	533	6	0	33	67	0	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	56	1	5	6	27	13	59	2	9	540	55	2	38	48	12	540	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	38	0	0	9	60	5	33	1	7	545	39	0	57	41	3	544	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	15	0	0	3	50	3	50	0	0	545	15	0	50	50	0	543	20	10	64	21	5	548
B. 20 minutes to an hour	64	1	4	10	40	12	48	2	8	541	54	2	48	42	8	542	56	7	65	24	5	547
C. less than 20 minutes	10	0	0	1	25	2	50	1	25	537	15	0	43	43	14	539	10	3	52	33	12	543
D. I rarely read at home.	10	0	0	1	25	3	75	0	0	543	17	0	38	56	6	541	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	27	0	0	1	10	7	70	2	20	536	33	0	30	57	13	538	25	3	53	33	11	543
B. six to ten pages	27	0	0	3	30	7	70	0	0	540	27	0	40	56	4	541	26	6	61	26	7	546
C. eleven or more pages	46	1	6	10	59	5	29	1	6	545	40	3	64	31	3	545	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										50	0	0	0	100	522						
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	526	50	0	0	0	100	526						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	1	3	2	2	1711	12
	2007-2008	3	7	3	4	1617	12
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	5	4	8	3	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	16	48	32	39	6778	48
	2007-2008	19	45	40	48	7284	52
	<b>2008-2009</b>	<b>13</b>	<b>33</b>	<b>32</b>	<b>33</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	48	42	104	40	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	10	30	39	48	3884	28
	2007-2008	8	19	26	31	3341	24
	<b>2008-2009</b>	<b>16</b>	<b>40</b>	<b>39</b>	<b>40</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	34	30	104	40	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	18	9	11	1683	12
	2007-2008	12	29	15	18	1778	13
	<b>2008-2009</b>	<b>10</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	28	24	47	18	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	19.5	40.6	19.6	40.8	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	6.6	36.7	6.9	38.3	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.6	46.0	4.5	45.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	3.8	38.0	3.9	39.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	4.5	45.0	4.4	44.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	1	3	13	33	16	40	10	25	537	97	3	33	40	24	537	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	3										3						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	35	1	3	12	34	15	43	7	20	538	92	3	34	41	22	538	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	4	50	2	25	537	16	0	13	50	38	531	2307	3	32	32	33	536
No	32	1	3	11	34	12	38	8	25	537	81	4	37	38	21	538	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										1						365	5	33	30	32	536
No	39	1	3	13	33	16	41	9	23	537	96	3	33	41	23	537	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	29	1	3	7	24	13	45	8	28	537	61	2	23	43	33	535	5731	7	46	29	18	542
No	11	0	0	6	55	3	27	2	18	537	36	6	50	36	8	542	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	40	1	3	13	33	16	40	10	25	537	97	3	33	40	24	537	13988	15	50	23	12	547
<b>Gender</b>																						
Female	18	0	0	4	22	9	50	5	28	535	48	0	23	52	25	535	6889	14	51	23	12	546
Male	22	1	5	9	41	7	32	5	23	538	49	6	43	29	22	539	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	0	0	2	22	5	56	2	22	533	15	0	13	47	40	530	1918	3	39	36	22	539
No	31	1	3	11	35	11	35	8	26	538	82	4	37	39	21	538	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	4										4						450	64	34	2	0	564
No	36	0	0	10	28	16	44	10	28	535	93	2	31	42	25	536	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	50	0	0	1	50	534	4	0	25	0	75	526	4	8	38	26	28	539
B. less than one hour	77	1	3	11	37	12	40	6	20	539	83	4	36	41	19	539	70	15	52	23	10	547
C. one to two hours	18	0	0	1	14	4	57	2	29	530	13	0	17	50	33	530	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	1	11	4	44	2	22	2	22	542	29	7	43	29	21	540	34	28	50	14	8	552
B. good	59	0	0	8	35	11	48	4	17	537	44	2	38	43	17	538	45	11	54	24	10	546
C. fair	10	0	0	1	25	1	25	2	50	538	21	0	20	45	35	534	18	3	45	33	19	540
D. poor	8	0	0	0	0	2	67	1	33	528	5	0	0	60	40	529	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	36	1	7	3	21	5	36	5	36	532	28	4	26	33	37	534	38	22	52	19	7	550
B. They match some of what I have learned.	56	0	0	10	45	9	41	3	14	541	55	4	40	43	13	541	48	12	53	24	11	546
C. They match just a little of what I have learned.	5	0	0	0	0	2	100	0	0	536	16	0	27	47	27	533	11	6	40	30	24	540
D. There is no match.	3	0	0	0	0	0	0	1	100	522	1	0	0	0	100	522	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	15	0	0	2	33	3	50	1	17	538	17	0	25	44	31	535	17	7	42	30	21	540
B. about the same as my regular schoolwork	59	1	4	7	30	11	48	4	17	540	64	5	38	41	16	540	64	15	53	23	10	547
C. easier than my regular schoolwork	26	0	0	4	40	2	20	4	40	531	19	0	28	39	33	532	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	3	0	0	0	0	0	0	1	100	522	8	13	0	25	63	530	7	6	39	27	27	539
B. 30–45 minutes	33	0	0	5	38	5	38	3	23	538	33	0	34	38	28	537	28	9	49	28	15	544
C. 45–60 minutes	49	1	5	6	32	8	42	4	21	538	47	4	42	40	13	540	41	17	53	21	9	548
D. more than 60 minutes	15	0	0	2	33	3	50	1	17	537	11	0	18	64	18	533	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	3	0	0	0	0	0	0	1	100	508	4	0	25	0	75	530	6	14	43	24	20	543
B. two or three days a week	36	1	7	5	36	5	36	3	21	539	29	4	32	43	21	537	24	17	52	21	10	548
C. two or three times each month	33	0	0	4	31	7	54	2	15	538	30	0	24	55	21	537	33	17	52	21	9	548
D. never or almost never	28	0	0	4	36	4	36	3	27	538	36	6	43	31	20	539	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	38	1	7	5	33	5	33	4	27	540	31	3	27	33	37	536	23	13	47	26	15	545
B. two or three days a week	23	0	0	2	22	5	56	2	22	531	28	4	26	56	15	535	31	17	52	21	10	548
C. two or three times each month	26	0	0	4	40	4	40	2	20	539	27	4	38	38	19	539	27	17	52	21	10	548
D. never or almost never	13	0	0	2	40	2	40	1	20	538	14	0	54	31	15	541	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										50	0	0	0	100	528						
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	508	50	0	0	0	100	508						
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	5	2	2	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	11	28	35	36	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	17	43	39	40	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	10	25	21	22	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	26.6	55.4	26.5	55.2	29.2	60.8
<b>D. The Physical Setting</b>	24	50	12.0	50.0	11.6	48.3	12.9	53.8
<b>E. The Living Environment</b>	24	50	14.6	60.8	14.8	61.7	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	40	2	5	11	28	17	43	10	25	539	97	2	36	40	22	539	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	3										3						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	35	2	6	11	31	14	40	8	23	540	92	2	38	39	21	539	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	6	75	2	25	534	16	0	13	50	38	531	2309	2	29	39	29	536
No	32	2	6	11	34	11	34	8	25	541	81	2	41	38	19	540	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	1										1						361	1	23	32	44	533
No	39	2	5	11	28	17	44	9	23	540	96	2	36	41	21	539	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	29	1	3	8	28	13	45	7	24	539	61	2	28	43	28	537	5729	2	42	37	20	539
No	11	1	9	3	27	4	36	3	27	539	36	3	50	36	11	542	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	40	2	5	11	28	17	43	10	25	539	97	2	36	40	22	539	13987	4	51	31	13	543
<b>Gender</b>																						
Female	18	0	0	3	17	8	44	7	39	533	48	0	25	44	31	535	6886	4	49	33	14	542
Male	22	2	9	8	36	9	41	3	14	544	49	4	47	37	12	542	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	9	1	11	1	11	4	44	3	33	536	15	7	7	33	53	532	1917	1	31	41	28	536
No	31	1	3	10	32	13	42	7	23	540	82	1	41	41	16	540	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	4										4						450	25	72	2	1	557
No	36	1	3	8	22	17	47	10	28	537	93	1	34	42	23	538	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 43  
School: Rumford Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	1	50	0	0	0	0	1	50	551	4	25	0	25	50	540	4	2	37	35	25	538
B. less than one hour	77	1	3	10	33	12	40	7	23	540	83	1	43	39	18	540	70	4	53	31	12	544
C. one to two hours	18	0	0	1	14	4	57	2	29	535	13	0	8	50	42	531	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	31	1	8	4	33	5	42	2	17	544	27	4	31	46	19	538	26	7	56	26	11	545
B. good	59	1	4	7	30	9	39	6	26	540	58	2	45	32	21	541	53	4	53	31	11	544
C. fair	10	0	0	0	0	2	50	2	50	527	15	0	14	57	29	532	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	18	0	0	3	43	3	43	1	14	545	17	0	50	31	19	542	23	5	56	28	11	544
B. They match some of what I have learned.	67	2	8	8	31	9	35	7	27	541	56	4	33	43	20	539	48	5	52	31	12	544
C. They match just a little of what I have learned.	15	0	0	0	0	4	67	2	33	528	24	0	35	39	26	536	23	4	49	33	14	543
D. There is no match.	0										3	0	33	33	33	535	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	5	1	50	0	0	1	50	0	0	560	14	8	23	46	23	539	23	5	48	31	16	543
B. about the same as my regular schoolwork	65	0	0	5	21	10	42	9	38	534	62	0	34	43	22	537	58	4	52	32	12	543
C. easier than my regular schoolwork	30	1	9	5	45	5	45	0	0	547	24	5	45	32	18	542	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	3	0	0	1	100	0	0	0	0	556	5	0	40	20	40	537	33	5	51	31	14	543
B. a few times a week	74	2	7	7	24	12	41	8	28	539	65	3	39	39	19	540	45	4	52	32	11	544
C. once a week	13	0	0	1	20	4	80	0	0	542	11	0	27	64	9	539	8	4	50	30	16	542
D. a few times a month	10	0	0	2	50	0	0	2	50	534	19	0	33	33	33	536	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	10	0	0	1	25	3	75	0	0	542	22	0	29	48	24	537	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	26	1	10	3	30	3	30	3	30	539	26	4	28	40	28	538	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	31	0	0	4	33	4	33	4	33	539	25	0	42	33	25	539	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	33	1	8	3	23	6	46	3	23	539	27	4	46	38	12	542	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	38	0	0	5	33	6	40	4	27	537	43	0	34	46	20	538	47	4	51	32	12	543
B. a few times a month	33	1	8	5	38	6	46	1	8	543	32	3	45	39	13	542	27	5	54	30	11	544
C. once a month	13	0	0	0	0	3	60	2	40	533	10	0	10	60	30	535	10	5	49	30	15	543
D. never or almost never	15	1	17	1	17	1	17	3	50	541	15	7	43	7	43	538	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	44	0	0	6	35	6	35	5	29	539	43	0	44	37	20	539	46	4	52	32	12	543
B. a few times a month	33	0	0	3	23	7	54	3	23	537	31	0	23	57	20	538	28	5	53	30	12	544
C. once a month	5	1	50	0	0	1	50	0	0	552	8	13	38	25	25	541	11	4	47	34	15	542
D. never or almost never	18	1	14	2	29	2	29	2	29	542	18	6	41	24	29	539	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										50	0	0	0	100	506						
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	522	50	0	0	0	100	522						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number